



Ingatestone Infant School

Accessibility Plan

Vision Statement:

Under the Equality Act 2010 schools should have an Accessibility Plan. The Equality Act 2010 replaced all existing equality legislation, including the Disability Discrimination Act. The effect of the law is the same as in the past, meaning that "schools cannot unlawfully discriminate against pupils because of sex, race, disability, religion or belief and sexual orientation". According to the Equality Act 2010 a person has a disability if:

- He or she has a physical or mental impairment
- The impairment has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.

The Accessibility Plan is listed as a statutory document of the Department for Education's guidance on statutory policies for schools. The Plan must be reviewed every three years and approved by the Governing Body. The review process can be delegated to a committee of the Governing Body, an individual or the Headteacher.

At Ingatestone Infant School the Plan will be monitored by the Headteacher and evaluated by the relevant committee.

Ingatestone Infant School supports excellence through its broad creative curriculum. The environment is entirely safe and appropriate for pupils, helping them to grow in confidence and develop a sense of belonging.

The school Accessibility Plan has been drawn up based upon study of legislation, informed by staff knowledge of pupils' individual needs in conjunction with information received from placing authorities, parents, pupils and Governors of the school. The Accessibility Plan will contribute to and advise other school planning documents.

The Accessibility Plan is structured to complement and support the school's Equality Objectives, and will similarly be published on the school website. It is understood that the school will be externally monitored under the Equality Act 2010 (and in particular Schedule 10 regarding Accessibility) and advice will be given upon the compliance with that duty.

Ingatestone Infant School is committed to providing an environment that enables full access to the curriculum for all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. The school is also committed to taking positive action in the spirit of the Equality Act 2010 with regard to disability and to developing a culture of inclusion, support and awareness within the school.

ACCESSIBILITY PLAN 2017 - 2020

Targets	Actions	Who	Outcome	Success Criteria
To identify disabled pupils/parents/carers before starting school	Add a section in the Journey together booklet defining disability and inviting information	HT SENCO	Parents will be able to inform school of any new child starting school of any disability	Disabled pupils and /or their parents indentified before starting school
To identify any stakeholders with disability	Circulate definition of disability with a questionnaire asking information about disability	HT SENCO GB	Stakeholder will have an understanding of definition of disability and have questionnaire	School has information on stakeholders with a disability
To improve communication so that the school is aware of any occurrence of disability in children/parents/carers	Half-termly reminders in the newsletter about informing of any new or temporary disability	HT	Parents regularly reminded to update school	School informed of new or temporary disability
To produce an Individual Disability Plan document	Devise a template which describes the disability, the difficulties and action. Training for staff on how to complete plan where necessary	HT SENCO	Each person has an plan which shows the actions required to ensure full access	Equal access for all disabled persons

ACCESSIBILITY PLAN 2017 - 2020

INGATESTONE INFANT SCHOOL

Targets	Actions	Who	Outcome	Success Criteria
To monitor the effectiveness of the Equality and Accessibility Policies	HT to report to Governors any issues relating to the DED policy at agreed intervals	HT SENCO GB	GB ensure that the policy is effective	Governors have the information needed to judge effectiveness
Update the Equality Plan	Review and set new objectives for the school's Equality Plan 2015-17	HT SENCO GB	Evaluate current effectiveness of EP objectives and set new objectives for the 2017-19 EP.	Objectives meet the needs required for equality for across the school community.
To make the school's reception area accessible to those in a wheelchair	To seek advice on what would be needed and costs involved	HT	To have a visibility report ready for consideration by the GB	GB to decide on whether the work is required or to be done.